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ABSTRACT

The National Association of Secondary School Principals presents a series of six profiles on the various elected student council positions. Profiles are presented for president, vice-president, secretary, treasurer, representative, and committee chairman. The pamphlets briefly review the details of the job, the varied responsibilities, and tips for carrying out the job in an effective manner. Information is brief and specific, and is aimed at the student who knows very little about the position. The profiles can be purchased in a packet and would be helpful to newly-elected student council officers. (PC)

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The President's Profile

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The Complete Profile:

The President's Profile
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The Secretary's Profile
The Treasurer's Profile
The Representative's Profile
The Committee Chairman's Profile

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Dear student council president:

The election is over – and you won! Belated congratulations! Now you: leadership opportunities become complex, compounded challenges.

How would you have felt if you had lost? Can you empathize with the defeated ones? Can you fully achieve what you pledge yourself to do? Where is it written down?

Your term of office is likely to be tough. You will be revered, admired, cheered, loved, maligned, mimicked, ridiculed, alienated, and disgraced – but you are expected to lead. You will walk a tightwire between right and wrong; best and worst; greatness and pettiness; humility and pride; laughter and tears; achievements and goofs.

The suggestions and ideas here will guide you. Good luck.

NITTY GRITTY DETAILS OF YOUR JOB

You need to know:

- what a student council can and must be for your school[1]
- the purposes of student council: why it exists, what it should accomplish, and how you can attain the goals
- parliamentary procedure and other meeting techniques[2]
- relevant policies of the school district
- the constitution of the school and of the student council
- the limits of council authority
- the extent of personal responsibility
- the function of the adviser in the council
- how to utilize individual talents and abilities of fellow students
- how to delegate authority
- how to evaluate activities[3]

You need to have:

- a good attitude about yourself and your own worth, as well as the worth of others, of groups, and of authority
- the ability to listen
- experiences in leadership
- the ability to stimulate group spirit with awareness of consequences
- self discipline, self knowledge, self determination
- patience and an open mind
- enthusiasm and dedication, and a lot more . . .

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[1] See John O'Brien, "Thoughts for a New Student Council President," *Strength From the Storm* (Washington, D. C.: National Association of Secondary School Principals, 1971), p. 6.

[2] See Donald I. Wood, *A Call to Order* (Washington, D. C.: National Association of Secondary School Principals, 1964).

[3] See Arthur C. Hearn, *Evaluation of Student Activities* (Washington, D. C.: National Association of Secondary School Principals, 1966).

You need to organize:

- the council and yourself, by developing goals with the adviser, members, and student body
- projects to achieve goals[4]
- committees
- jobs and deadlines
- evaluation procedures

You need to lead:

- yourself
- other officers
- the student council
- school morale

You need to prepare:

- for meetings
- for evaluation

You need to select:

- committees essential for achieving council goals
- responsible individuals, impartially selected from the entire membership of the student body
- committee chairmen who are energetic, self-starting, cooperative

You need to understand:

- human nature in yourself and in others
- the importance of public opinion
- that everyone needs a chance to learn by trial and error
- your principal. He sometimes has impossible challenges, responsibilities, and problems. He is subject to pressures and limitations but can establish lines of communication and understanding between the administration and council.

[4] See *A Guide to Student Council Projects* (Washington, D. C.: National Association of Secondary School Principals, 1971).

You need to evaluate:

- the volume and quality of work accomplished
- your ability to develop these traits in the council: stability, positive attitudes, growth, production, initiative, responsibility, interdependence
- your methods, procedures, attitudes, understanding
- whether you have sustained enthusiasm and integrity in reaching objectives
- whether you achieved the established goals

"INS" TO LEADERSHIP

intelligence	initiative	interdependence
integrity	insight	invention
interest	inform	involvement
inspiration		

GUIDEPOSTS FOR LEADERSHIP

A leader:

- exercises power *with* people, not *over* them
- is never satisfied with the status quo
- learns from defeat, from success, from any experience
- is his "brother's keeper"
- advances his field work
- earns cooperation and respect
- develops the leadership potential in others
- has ideas and is willing to share them
- has ideals and fights for them
- radiates confidence and faith
- has no ulterior or hidden motives; is honest with the group
- always has time to listen to and consult with his followers
- never gives up hope or faith in others or in himself
- is understanding and willing to commit himself

HAZARDS OF LEADERSHIP

Your council is in danger if the president is:

- becoming too egotistical
- becoming too interested in popularity
- loving power more than people
- using people for his own ends
- scattering his talents – spreading himself too thin
- failing to listen to advice of experience and concerns of others
- disregarding academic grades
- avoiding those he considers inferior
- losing friendships
- forgetting a sense of destiny

One of the most important tasks of the president is to preside over meetings with a democratic group atmosphere. If your council is democratic:

- ideas are evaluated on the basis of merit rather than on the status of the person who proposed the idea
- decisions are made by the group as a whole, with each member participating
- both quantity and quality of work are achieved
- friendly and personal approaches are made to members
- spontaneous exchanging of ideas occurs
- members generally are left free to work with whomever they choose. Division of tasks is assigned to the group.
- the leader is objective rather than subjective in his praise and criticism
- the leader tends to function as a regular group member, sharing work with the group
- efficiency may not be as high as in autocratic groups, but genuine interest in work produces high motivation
- creative thinking continues when the leader leaves the room because the groups are not completely dependent upon him
- effective leadership stimulates group-mindedness and awareness of those outside the group

A METHOD FOR PROBLEM SOLVING

1. Define the problem:

2. Symptoms of the problem:

3. Possible causes:

4. Possible solutions:

5. The best alternatives:

6. We will organize to solve it by:

THE PRESIDENT'S MIDTERM ANALYSIS

1. Things I need to do: _____

2. Later this year, I want to try: _____

3. My biggest problem so far: _____

4. Responsibilities not mentioned in this job description: _____

5. Things that really would have helped: _____

6. Committees I work with the most: _____

7. Committees I need to work with more closely: _____

8. The worst thing that has happened in this job: _____

9. My biggest challenge: _____

10. If I had another year in this office, I would: _____

The Vice President's Profile

CS 009 666

THE NATIONAL ASSOCIATION OF STUDENT COUNCILS

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The Representative's Profile
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Dear student council vice president:

The job of vice president is viewed by many as insignificant and nothing more than a popular figurehead position.

It doesn't need to be that way. Because the vice president's job is far less structured than other student council officers, you have an opportunity for creative leadership through personal or group responsibilities.

A task without specific direction can invite feelings of insecurity and frustration — or it can offer a sense of freedom and individual expression.

We hope this portfolio will help you find the freedom in your new office.

PROFILE OF THE VICE PRESIDENT

The vice president is the official replacement of the president should the president fail to function or be unable to attend a meeting. He may serve as a member of both the executive committee and the council itself. In addition, the vice president can function as a parliamentarian [1] or special delegate to the interclub council.

Your most important responsibilities:

- assist in the preparation of meeting agendas
- serve as program chairman for assemblies, conferences, special meetings
- coordinate the work of committee chairmen
- encourage communications throughout the school
- stress harmony in the council
- direct publicity and public relations projects[2]
- direct fund raising committees
- be an active member of the calendar committee, activities committee, and executive committee
- tactfully get along with everyone throughout the year

[1] See Donald I. Wood, *A Call to Order* (Washington, D. C.: National Association of Secondary School Principals, 1964).

[2] See Robert G. Dexter, *Public Relations for Student Council* (Washington, D. C.: National Association of Secondary School Principals, 1971).

Student council committees will do a bulk of the work. Here's how you can help.

- coordinate work effort between committees to avoid duplication of effort
- encourage general efficiency
- serve as a consultant to committee chairmen and members
- support committees in the performance of their responsibilities
- help committees understand and define their problems
- encourage regular committee reports and feedback to the council

In many schools, the vice president oversees and coordinates the publicity committee. Know your sources of publicity!

Daily newspapers generally have large circulations and can give only limited space to school news.

The school newspaper may be your best source.

Community newspapers are interested in local news features and usually welcome photographs.

Radio stations will give air time to short and snappy press releases. Test the readability of the release before submitting it.

The public address system in your school is ideal for brief and informative announcements.

The grapevine – you know it – use it!

Bulletin boards in school, grocery stores, shopping malls, etc., are suitable for posters.

Professional tips for professional press releases

- Be accurate with facts, spelling, dates, and locations.
- Spell out complete names of groups – do not use initials. Initials which may be instantly recognized by high school students may mean *nothing* to the public. Check persons' names for complete accuracy.
- Submit typewritten copy only, double-spaced on 8½" x 11" white paper. Include the name and phone number of a person to contact if the news office desires additional information.
- Type on only one side of the paper. If the article is continued, write "continued" at the bottom of the page.
- Photographs accompanying articles should be black and white glossies. Include names of persons when applicable.

FACULTY-STUDENT RELATIONS

A positive faculty-student relationship is a necessity for a council that wants to be effective. Try some of these ways to improve teacher relations!

- a monthly social event for faculty in a relaxed atmosphere (breakfast or afternoon coffee in the cafeteria) to let teachers know what's happening
- thank you notes, and letters requesting teacher assistance
- birthday cards to teachers
- gestures of warmth and friendliness

Some schools have successfully organized a "round table" discussion to informally discuss teacher-student problems.

Suggested membership for a round table:

- one administrator, *permanent member*
- student activities director, *permanent member*
- class officers, *permanent member*
- student council adviser, *permanent member*
- one student council representative from each grade
- faculty representatives, *selected by council*
- selected number of students-at-large, *selected by class council*

Suggested structure

A. Round table will meet every other week.

B. Student activities director will be chairman but will not vote except to break a tie.

C. Every member of the round table may vote.

D. The agenda will be the cooperative effort of all members.

A METHOD FOR PROBLEM SOLVING

1. Define the problem:

2. Symptoms of the problem:

3. Possible causes:

4. Possible solutions:

5. The best alternatives:

6. We will organize to solve it by:

THE VICE PRESIDENT'S MIDTERM ANALYSIS

1. Things I need to do:

2. Later this year, I want to try:

3. My biggest problem so far:

4. Responsibilities not mentioned in this job description:

5. Things that really would have helped:

6. Committees I work with the most:

7. Committees I need to work with more closely:

8. The worst thing that has happened in this job:

9. My biggest challenge:

10. If I had another year in this office, I would:

CG

The Secretary's Profile

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THE NATIONAL ASSOCIATION OF STUDENT COUNCILS

The Complete Profile:

The President's Profile
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The Representative's Profile
The Committee Chairman's Profile

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Dear student council secretary:

The historical memory of the student council depends on the quality of the secretary's performance. Yours is an important job that requires accuracy, neatness, and completeness.

You must be alert to the calendar and to the progress of individual members and committees; knowledgeable about meeting procedures; and mindful of the limitations and requirements of the student council according to the constitution and school regulations.

This portfolio contains guidelines to keep your performance high.

THE SECRETARY'S RESPONSIBILITIES

Before the Meeting

- prepares agenda for student council and executive meetings
- works cooperatively with the vice president to make available all work tools for each meeting: paper, pencils, notebooks, master calendar, committee and individual assignments, etc.
- announces all meetings

During the Meeting

- takes attendance by use of seating arrangement, badges, sign-in sheets, etc.
- has available the minutes of all previous meetings that year, and reads them upon request
- records the actual wording of each motion. Secretary may ask for restatement or clarification to maintain accuracy
- presents incoming mail to the council

After the Meeting

- answers all correspondence per council instructions, including letters of request, congratulations, regret or apology, thank you, and invitation
- writes meeting minutes in concise, clear sentences
- duplicates minutes (photocopier, mimeograph) and posts in designated location for council members, teachers, administration, and the student body

At all times

- keeps the following records in neat and complete form: meeting minutes, documents, important papers, committee and individual assignments, committee rosters, petitions, membership lists, constitutions, bulletin boards schedules, etc.
- corresponds with other schools as necessary
- orders items requested by student council
- coordinates the efforts of publicity and poster committees
- is accurate, efficient, trustworthy, loyal, dependable, orderly, and prompt in regard to council activities

OFFICERS AND COMMITTEES

VICE PRESIDENT _____

AND HIS COMMITTEE

COMMITTEE NAME _____

CHAIRMAN _____

MEMBERS _____

SECRETARY _____

AND HIS COMMITTEE

COMMITTEE NAME _____

CHAIRMAN _____

MEMBERS _____

TREASURER _____

AND HIS COMMITTEE

COMMITTEE NAME _____

CHAIRMAN _____

MEMBERS _____

OTHER COMMITTEES

NAME _____

CHAIRMAN _____

MEMBERS _____

NAME _____

CHAIRMAN _____

MEMBERS _____

NAME

CHAIRMAN

MEMBERS

NAME

CHAIRMAN

MEMBERS

NAME

CHAIRMAN

MEMBERS

Fill out with pencil – and keep up to date as changes occur. Use the space below for other standing committees directly responsible to the president, and for a record of city, league or state officers with whom you should keep in contact.

LOCAL, STATE, AND NATIONAL ORGANIZATIONS

NAME OF GROUP

OFFICER OR CHAIRMAN

ADDRESS

PHONE

MEMBER'S NAME

ADDRESS

MEMBER'S NAME

ADDRESS

MEMBER'S NAME

ADDRESS

MEMBER'S NAME

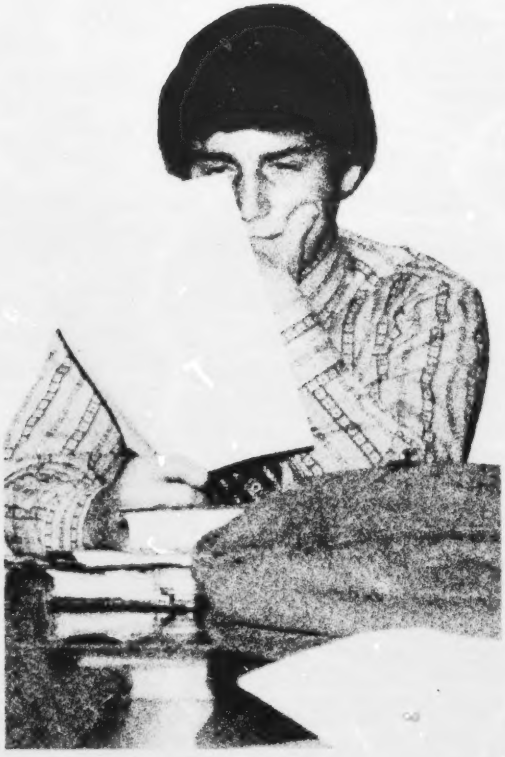
ADDRESS

MEMBER'S NAME

ADDRESS

MEMBER'S NAME

ADDRESS



THE SECRETARY'S MIDTERM ANALYSIS

1. Things I need to do: _____

2. Later this year, I want to try: _____

3. My biggest problem so far: _____

4. Responsibilities not mentioned in this job description: _____

5. Things that really would have helped: _____

6. Committees I work with the most: _____

7. Committees I need to work with more closely: _____

8. The worst thing that has happened in this job: _____

9. My biggest challenge: _____

10. If I had another year in this office, I would: _____

NOTES

The Treasurer's Profile

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THE NATIONAL ASSOCIATION OF STUDENT COUNCILS

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Dear student council treasurer:

You have the most technical job of all the student council officers. Whether you call it dollars and sense or any other name, you must have specific bookkeeping skills and a knowledge of financial policies and procedures.

Essential qualities of a good treasurer include:

- *ability to express ideas*
- *accuracy*
- *dependability*
- *good judgment*
- *foresight*
- *honesty*
- *knowledge of job*
- *stability*

This portfolio is loaded with reminders to help make your job easier.

The Treasurer's Responsibilities

A. Maintain a financial record of all student council expenditures and income *on paper*. Mental notes are not acceptable!

B. Provide the student council with periodic financial reports, and make available financial information to any school organization upon request. The school newspaper is a good source.

C. Deposit funds frequently to minimize the danger of losing money.

D. Work closely on all money matters with both the student council adviser and activities director.

E. Coordinate the activities of the ways and means committee which has the task of submitting various fund raising projects and activities to the council for acceptance.

F. Assume the role of chief financial consultant.
   - Provide the student council with a cost and income analysis on any anticipated project or activity involving financial responsibility.
   - Make recommendations for approval or disapproval of an activity in question.
   - Work with committees and other school organizations in the preparation of budgets.
   - Secure prices on all materials, supplies, and equipment.
   - Keep council and other school organizations advised of any change in fiscal policy and/or procedure as directed by the central treasurer or administration.

G. Manage all student council appropriations.
   - Review all budget requests from committees.
   - Review purchase orders.
   - Check and account for all goods and services before authorizing payment.
   - Check all billings.
   - Prepare payment voucher and authorize payment.

SPECIAL REMINDERS

1. *Students cannot enter into most legal contracts.* According to law, minors can disavow most contracts; therefore, only legally designated school officials will be able to make legal agreements.

2. *Be certain that selected enterprises are legal.*
   - Sale of chances or conducting a lottery is forbidden by law in some states.
   - State regulations usually govern the storage, preparation, and sale of food items.
   - When raising money for specific welfare programs, exact procedures must be followed for reporting income and expenses. All monies raised in the name of a charity become the sole property of that organization.
   - Some states have restrictions on the sale of used furniture, bedding, and similar items.
   - Some states require a license to operate thrift shops or similar enterprises.

3. *School districts are usually exempt by law from the imposition of sales and use taxes.*
   - It is important to know that this privilege exists, and what limitations it imposes.
   - The treasurer must know specific facts and implications.

4. *Whom to contact for information:*
   - For school regulations and approvals: your student activities director or principal.
   - For tax advice: the state department of revenue.
   - For tax information and other restrictions: secretary of state or state treasurer.
   - For regulatory information about food preparation, storage, and sale of food: board of health or agricultural extension service.

SUGGESTED GUIDELINES AND STANDARDS FOR STUDENT COUNCIL FUND RAISING ACTIVITIES

- The fund raising enterprise should be consistent with the educational objectives of the council.
- The workload of the activity should be sensibly distributed among council members. The enterprise should not require so much time that students are unable to meet responsibilities at school or at home.
- The activity should yield a return commensurate with the effort involved. A $5 profit for the council after a weekend of hard work is not worth the effort.
- Businesslike methods must be practiced, and records of expenditures, income, and profit or loss must be recorded and filed.
- No group or individual should be singled out to assume an unfair share of the financial burden of any enterprise. Requiring freshmen to pay $1 admission to a school dance is unfair if other students pay only 25 cents.
- Do not solicit advertising which promotes the sale of wine, beer, liquor, cigarettes or tobacco.
- Projects involving cheap gimmicks (sale of kisses, for example) do not belong in student council programs.
- The council should not engage in an activity that competes with local merchants or businesses.

THE TREASURER'S MIDTERM ANALYSIS

1. Things I need to do: _____

2. Later this year, I want to try: _____

3. My biggest problem so far: _____

4. Responsibilities not mentioned in this job description: _____

5. Things that really would have helped: _____

6. Committees I work with the most: _____

7. Committees I need to work with more closely: _____

8. The worst thing that has happened in this job: _____

9. My biggest challenge: _____

10. If I had another year in this office, I would: _____

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The Representative's Profile

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Dear student council representative:

You have pledged yourself to assume a position of leadership. It's a fulltime, continuous responsibility without vacations, without exceptions, without excuses. If the job carries prestige and glamour, trust and confidence, it also carries just the opposite should you fail.

There is no totally adequate preparation for leadership. You will probably not leave the office with as much popularity as you carried into the office.

Here are some suggestions to help you prepare for the enormous task of representing the student body.

WHAT ARE MEMBERSHIP QUALITIES FOR A STUDENT COUNCIL REPRESENTATIVE?

A Good Member	*A Poor Member*
Shows respect for other members. Is on time, brings necessary equipment to meeting.	Breaks the spirit of a meeting by always arriving late and unprepared.
Welcomes newcomers before a meeting convenes. Uses this time as a chance to build good spirit.	Ignores others by keeping to himself.
Accepts the responsibility of sharing in the business at hand when the meeting convenes. Understands that participation is essential.	Lets everyone else do it. Fails to understand the active role which a good member must play.
Tries to get other members to express their ideas, even if it means less time for presenting his own ideas.	Feels so proud of his ideas that he dominates the discussion without concern for others.
Listens appreciatively to other members' ideas and contributions.	Waits so impatiently to air his ideas that he doesn't listen to others. When he does, he is impatient sarcastic, or belittling.
Gives constant attention during the meeting.	Sits apart from the group, or forms whisper groups with his neighbors.
Knows the purpose of the meeting and helps keep the discussion on the right track.	Has a fuzzy idea of purposes and does not try to learn what is happening. Thinks that just being present is sufficient.
Freely gives—and accepts—constructive criticism.	Undermines the group and its objectives with petty criticism.
Checks on responsibilities assigned to him and receives guidance and authority to carry them out.	Accepts responsibilities, and promptly forgets them.

CAN YOU MAKE DECISIONS?

As a student council representative, you will be heavily involved in making decisions. Utilize your time and efforts by practicing these decision skills. A sample method of problem solving is on page 7.

Procedure

A. *Define the issue to be resolved.* What is the problem? Write it out for clarity.

B. *Research the problem.*

C. *Where is help available?*
- members of the student body
- faculty and administration
- school staff
- publications in the library
- outside resource people

D. *Redefine the problem for possible shifts in definition.*

These factors characterize responsible decision making:

- personal integrity
- self-image
- concern for others
- enthusiasm and extent of involvement
- confidence and trust in others
- courage to stand alone for what is right
- willingness to sacrifice

Decisions can also be influenced by these factors:

- special pressure groups
- your own personal status or position within the school
- individual biases and prejudices
- personal ambitions or insecurities

COUNCIL PROJECTS: WHY SOME STUDENTS WON'T SUPPORT THEM

As a student council representative, you will also be encouraging members of the student body to participate actively in various council projects and goals.[1] Some students will decline involvement in several or all council programs. There may be several reasons why, and it is important that you be aware of them.

- Student has no knowledge of the student council, its goals, or the program.
- Student has insecure feeling about the council—is concerned about personal acceptance or about the ability of the group to succeed.
- Student feels lack of human relation skills.
- Student feels inferior—because of social status, educational background, appearance, or lack of achievement.
- Student is uncertain about the council's expectations. Other members, he thinks, are more skilled or know more about the topic under discussion.
- Student does not want to participate.
- Student cannot afford the cost of participating in either time or money.

[1] For examples on how to draw students into council activities, see Kent M. Keith, *The Silent Majority* (Washington, D. C.: National Association of Secondary School Principals, 1971), p. 18.

HAZARDS OF LEADERSHIP

Your council is in danger if the representative is:

- becoming too egotistical
- becoming too interested in popularity
- loving power more than people
- using people for his own ends
- scattering his talents – spreading himself too thin
- failing to listen to advice of experience and concerns of others
- disregarding academic grades

In summary, your duties as a representative are to:

- attend all meetings
- participate actively
- assume responsibility
- bring in ideas
- know the job assigned to you, and do it
- assist in evaluations[2]

[2] See Arthur C. Hearn, *Evaluation of Student Activities* (Washington, D. C.: National Association of Secondary School Principals, 1966).

A METHOD FOR PROBLEM SOLVING

1. Define the problem:

2. Symptoms of the problem:

3. Possible causes:

4. Possible solutions:

5. The best alternatives:

6. We will organize to solve it by:

THE REPRESENTATIVE'S MIDTERM ANALYSIS

1. Things I need to do: _____

2. Later this year, I want to try: _____

3. My biggest problem so far: _____

4. Responsibilities not mentioned in this job description: _____

5. Things that really would have helped: _____

6. Committees I work with the most: _____

7. Committees I need to work with more closely: _____

8. The worst thing that has happened in this job: _____

9. My biggest challenge: _____

10. If I had another year in this office, I would: _____

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Dear student council committee chairman:

Committees provide creative participation by enlisting the help of large numbers of students in council programs. Students need a voice in shaping the student council, and committee work is an ideal arrangement.

Through committees, your responsibility is to:

- *plan activities*
- *brainstorm, eliminate impracticable ideas, and present the best ideas to the council for consideration and judgment*
- *decide on action and carry out an assignment*
- *evaluate your activities*

This brochure will assist you in being an effective committee chairman.

As chairman, you must first know the function of your committee.

- Is it purely ADVISORY? To study a problem, report facts and figures, and make recommendations?
- Is it one of COORDINATION? To plan, direct, and gain the cooperation of other committees or groups, acting as a clearing agency?
- Is it just plain WORK? A job to be done with specific tasks, skills, judgment, time, effort, and a deadline?
- Or is it *all* of the above?

KINDS OF COMMITTEES

1. *Executive Committee* – a steering committee composed of officers and other key people to direct general plans.
2. *Standing Committees* – groups designated for the entire year because they have a continuing task. Examples: school spirit, evaluation, budget and finance.
3. *Special Committees* – groups appointed to do a definite job within a particular time limit. When the task is completed, the committee is dismissed. Examples: fund drives, dances, elections.

Why Committees Fail:

- lack of direction; goals unclear or misunderstood
- lack of time, place to meet, equipment
- poor organization
- misuse of talent
- weak or disinterested membership
- attempt to accomplish too much

Why Committees Succeed:

- clearly stated objectives
- well organized, deadlines set
- knowledge of previous achievement and expectations
- understanding of limits and strengths
- atmosphere that enables expression of feelings and needs
- sense of "we-ness"
- leadership shared among members
- ability to evaluate ideas apart from personalities
- ability to follow through the steps of logical problem solving

RESPONSIBILITIES OF THE COMMITTEE CHAIRMAN

1. Be sure that both you and every member of the committee have a clear understanding of the committee's authority, function, and responsibility. State it on paper if necessary.
2. Know the available resources.
3. Know to whom you are responsible, to whom you report, and the channels of reporting.
4. Know what authority goes with your responsibility, as well as the limitations of the committee.
5. Arrange meeting agenda and meeting times.
6. Notify members and advisers.
7. Appoint a committee secretary.
8. Know when the committee is expected to complete its job.
9. Share group leadership.
10. Follow through, coordinate, check, and evaluate.[1]

[1] See Arthur C. Hearn, *Evaluation of Student Activities* (Washington, D. C.: National Association of Secondary School Principals, 1966).

The Committee Meeting: How You Can Encourage Lively Discussion

- Firmly believe that each member is capable of making a contribution to the group. Give each one a chance to talk.
- Accept and evaluate divergent ideas and opinions.
- Avoid letting the discussion digress from the topic or problem assigned.
- Forceful speakers should not be allowed to dominate the discussion. Try to involve every member.
- Serve as a resource person for the group, but do not attempt to answer every question.
- Help the members discover themselves as resource people so they can depend upon each other.
- Avoid pushing anyone into a discussion when it is evident that the person is reluctant or not ready to express a view.
- Encourage spontaneous behavior. Members can direct their remarks to each other rather than just to the chairman.
- A degree of accepted informal procedure may be appropriate. Don't expect the members to raise their hands for recognition.

End-of-Meeting Evaluation

(1) *Content*

What was SAID?

What did the group DECIDE?

What was REPORTED in the secretary's minutes?

(2) *Process*

HOW was it said?

HOW did the group do it?

HOW was it reflected in the observers' reports?

(3) *Conclusions*

What was accomplished?

What remains to be done?

Member response

COMMITTEE ASSIGNMENT AND WORK SHEET

ASSIGNMENT _____

DATE OF EVENT _____ PLACE _____

DATES AND TIME OF COMMITTEE MEETINGS _____

COMMITTEE CHAIRMAN _____

MEMBERS _____

_____

POSSIBLE PLANS _____

_____

ADVANTAGES _____

_____

DISADVANTAGES _____

_____

DATES _____

PLAN CHOSEN _____

REASONS WHY _____

_____

PROPERTIES NEEDED _____

_____

SPECIAL ASSIGNMENTS _____

_____

PERSON RESPONSIBLE _____

DEADLINE _____

PERSON RESPONSIBLE _____

DEADLINE _____

PERSON RESPONSIBLE _____

DEADLINE _____

A METHOD FOR PROBLEM SOLVING

1. Define the problem:

_____

_____

_____

2. Symptoms of the problem:

_____

_____

_____

3. Possible causes:

_____

_____

_____

4. Possible solutions:

_____

_____

_____

5. The best alternatives:

_____

_____

_____

6. We will organize to solve it by:

_____

_____

_____

_____

_____

_____

_____

THE COMMITTEE CHAIRMAN'S MIDTERM ANALYSIS

1. Things I need to do: _____

2. Later this year, I want to try: _____

3. My biggest problem so far: _____

4. Responsibilities not mentioned in this job description: _____

5. Things that really would have helped: _____

6. The worst thing that has happened in this job: _____

7. My biggest challenge: _____

8. Cooperation with these other committees would make me a better chairman: _____

9. If I had another year in this office, I would: _____

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